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ABSTRACT

The guide outlines program design and curricula for a series of workplace education courses for limited-English-proficient adult immigrants. The courses are designed to raise basic skills in reading, writing, mathematics, problem-solving, and communication. Sections describe the program's target audience, objectives, goals, design, staff, theory and philosophy, methodology and materials, ideas for student-centered activities, suggestions for maximizing student participation, and evaluation techniques. Curricula are then charted for each of five instructional themes: work issues/workplace communication; work forms; quality control; company rules; and workplace health and safety. Within each of these themes, specific goals, language skills, lesson ideas and activities, and recommended materials are detailed. Following these are the objectives and/or specialized vocabulary lists for eight different light manufacturing companies participating in the program. A bibliography lists additional worker-centered student texts and resource and teachers' guides. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 392 310

GENERAL WORKPLACE CURRICULUM GUIDE:

English as a Second Language for the Workplace

Worker Education Program

Chicago Teachers' Center of
Northeastern Illinois University
and
Amalgamated Clothing & Textile
Workers Union

July, 1994

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"Education is life -- not a mere preparation for an unknown kind of future living. The whole of life is learning, therefore education can have no ending."

Eduard Lindeman

"Literacy cannot be reduced to the treatment of letters and words as purely mechanical domain. We need to go beyond this rigid comprehension of literacy and begin to view it as a relationship of learners to the world."

Paulo Freire and
Donaldo Macedo

"We want a better America. An America that will give its citizens, first of all, a higher and higher standard of living so that no child will cry for food in the midst of plenty. An America that will have no sense of insecurity and which will make it possible for all groups, regardless of race, creed, color, to live in friendship, to be real neighbors."

Sidney Hillman
First President of ACTWU

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WORKER EDUCATION PROGRAM
THE CHICAGO TEACHERS' CENTER OF
NORTHEASTERN ILLINOIS UNIVERSITY AND
THE AMALGAMATED CLOTHING AND TEXTILE WORKERS UNION

INTRODUCTION

The nature of work in the United States is changing rapidly. The interplay of global market competition, changing demographics, and the increased use of technology make it necessary for the U.S. to re-think, re-define, re-tool, and re-invest in education and the world of work. In order to compete in the new international market, the U.S. must upgrade the basic skills of its workers. Improving the acquisition of workers' basic skills would contribute to an enhanced workforce. A more educated workforce would have positive effects on the position of the U.S. in the global market and on increased profit margins for individual businesses. In addition, workplaces would be more equitable and competitive for workers, and worker participation in unions would increase. The National Workplace Literacy Program of the United States Department of Education sponsors grants which assist U.S. workers through comprehensive educational programs focusing on the provision of basic literacy and workplace skills training.

This program, now in its sixth funding cycle, requires partnerships between businesses, labor unions, and educational organizations. The Worker Education Program sponsored by the Chicago Teachers' Center (CTC) of Northeastern Illinois University and the Amalgamated Clothing and Textile Workers Union (ACTWU) has been funded by the U. S. Department of Education National Workplace Literacy Program for two grant cycles. The Worker Education Program is one of fourty-six programs funded in the U.S.

The program provides education and training to approximately 500 workers employed in light manufacturing plants in the Chicago area and Louisville, Kentucky, with labor contractual agreements with ACTWU. Partners include American Guard-It Manufacturing, Chicago Transparent Products, Juno Lighting, Henri Studios, Midway Cap Company, Riddell, and Suncast Corporation. Other class sites include: the Amalgamated Bank of Chicago, Down River Forest Products, Hartmarx, Libre Industries, Owens-Corning Fiberglas Corporation, Oxxford Clothing, Party Shoes, Phoenix Closures, Inc., Refractory Products, Roman Adhesives, and The Apparel Group in Louisville, Kentucky.

The Worker Education Program's innovative partnership between business, union, and university is unique; the goal of the program is to prepare participants for the new challenges of work in an environment of constantly changing demographics, new technology, and the shifting global economy.

Profile of Participants

The participants in the CTC/ACTWU Worker Education Program are limited English proficient adult immigrants primarily from Mexico and other Latin American countries with an average of six years of formal education in their native countries. Immigrant workers in Kentucky are mostly from Vietnam, Korea, and Eastern European countries. The program focuses on the workers' education and training needs in the workplace, but some personal literacy skills are incorporated into the classes in order to assist the workers with the many facets of life in their adopted country. Janet Isserlis sums up the need for literacy attainment in all arenas of one's life: "....programs must identify and build on the strengths that learners bring to instruction, and expand the focus of instruction so it does not simply develop specific skills but also increases individuals' options as workers and as citizens."

Program Objectives

The objectives and activities of the Worker Education Program provide for an Advisory Board to monitor the program, task analysis of job specific literacy needs, identification of adult students from the ACTWU factories and assessment of their literacy needs, and development of individual learning plans for all learners. Courses are offered to raise workers' basic literacy skills in reading, writing, mathematics, problem-solving and communication skills. The attainment of these skills will ideally enable the workers to be promoted or to cope with the changing demands of the workplace. As workers' personal literacy and language needs are met, their self-esteem will be raised and their lives, as well as their job performance, will be enhanced.

Program Goals

The Worker Education Program goals are:

1. to enhance workers' skills in the workplace;
2. to respond to individual learning needs of ACTWU workers;
3. to focus instruction on workers' workplace educational needs;
4. to provide Adult Basic Education, English as a Second Language, Spanish Literacy, GED, Math, and Workplace courses to interested workers;
5. to assist workers to upgrade their skills for job stabilization and job promotion;
6. to assist and prepare workers to take an active role in their union;
7. to train adult educators to meet the diverse educational needs of program participants;
8. to create meaningful, relevant, and comprehensive curricula and materials for worker reflection and workplace advancement.

Program Factors

Various partners have a stake in the Worker Education Program -- the workers, the union, the management of the companies, and the university. The primary stakeholders are the workers themselves; thus, workers' experiences are the pivotal points for developing

literacy, English language proficiency, critical thinking, and problem-solving skills. As workplace educational needs are met, personal educational needs will become enhanced, as well as union solidarity, management effectiveness, and the university's commitment to adult learners.

The imperative to provide for workers' total educational needs has strong precedents in model worker education programs such as the type Sarmiento and Kay refer to in Worker-Centered Learning: A Union Guide to Workplace Literacy (1990) and the Vancouver Municipal Workplace Language Program. In discussing the Vancouver program, Pharness writes:

> ...educating the whole person rather than provide training in specific skills may take more time, but it may also result in workers learning how to learn, how to solve problems, how to work as a team and how to pursue a lifelong career in the changing workplace.

A critical aspect of the Worker Education Program is that workers' individual life and workplace needs become their course of study. For example, students may need to be able to read dials on a machine in the workplace. These same students may also need to read thermometers for home health maintenance for themselves and their children. Once a student reads the numbers on a thermometer, he/she can then transfer these skills to the workplace need of reading numbers on a machine dial at work.

The Worker Education program goal is to constantly reconcile the literacy needs of the workplace and the union with the literacy needs of learners' lives. In this way, true interactive and reflective learning occurs and program goals and desired outcomes will be realized.

Program Staff

In addition to a program director, the program employs an assistant director, a program coordinator, ten educational facilitators, and three teacher aides. Staff members have many years of teaching and administration experience in programs for limited English proficient adults. Most of the staff possess Master's Degrees in Adult Education, English as a Second Language, English, and other related disciplines.

THEORY and PHILOSOPHY

The ACTWU Worker Education Program's philosophical approach is "worker-centered" and "holistic. " "Holistic" means that all four language skills (reading, writing, listening, speaking) are taught in each class session. This approach is used because a learner who is limited to only one of these skills, may also be limited in his or her ability to function in the workplace and in society. It is effective because each of the skills reinforces the others; for instance, reading and writing often enhance speaking abilities. "Worker-centered" means that workers' needs and interests direct course content and materials selection and that maximum worker participation, cooperation, and initiative are encouraged.

The "worker-centered" or "participatory" approach links education to workers' social realities where they take an active role in their own learning. Teachers do not serve as problem solvers, rather they are problem posers. The responsibility of looking for solutions belongs to the workers which builds their capacity to solve problems and direct their future lives. Since this program was initiated by the union, and the union "is" the members, these classes belong to the members. This kind of ownership gives workers an active part in their own education, hones their decision-making skills, and builds their self-confidence, thereby enabling them to participate more fully in the workplace.

A teacher-centered approach, where teachers act as sole transmitters of knowledge and workers act as passive recipients, contradicts the worker-centered approach. It is important to encourage worker participation in all aspects of the program - from recruitment to evaluation, from curriculum development to program planning. In the ACTWU Worker Education Program, workers are active in their learning: they set goals for themselves, track their own progress and become more aware of their learning process.

This approach was formulated by the Brazilian educator Paolo Freire, who viewed education as a tool for social change. Many community-based and worker education programs, such as the Consortium for Worker Education in New York, have successfully used this model for adult education. The Freire model states that students "view themselves...not as the objects of historic process, nor as the immutable and subjugated products of the wishes or imaginations of another set of men or women, but as the subjects of their own reality, the active agents of their own self-authorized existence." (Kozol, 1985) The Worker Education Program has implemented these ideas in the development of this Curriculum Guide.

METHODOLOGY

Explanation of the Curriculum

A 5-unit curriculum has been developed as a guide for lesson planning. The themes are: Work Issues/Communication in the Workplace, Health and Safety, Quality Control, Work Forms, and Company Rules. In addition to developing English language skills for the workplace, each of the five units incorporates topics and activities to improve other basic workplace literacy skills such as computation, critical thinking, problem-solving and team-building. The attainment of these skills will contribute to the enhancement of worker productivity and assist workers in coping with current and changing technological demands in the workplace.

This curriculum is a guide to lesson planning and topic development. Objectives, language skills, and lesson ideas have been developed as resources. Suggested materials are also included with each unit. Vocabulary lists can be found at the end of the guide.

As part of the participatory approach used in this program, students are encouraged to request additional topics of relevance to their lives and their jobs. Incorporating worker-generated topics and materials into the curriculum reflects a true worker-centered approach. Program Coordinators can provide materials and assistance in developing these topics.

Many practical workplace-specific materials have already been contributed by facilitators in the program. These materials have been collected into a binder, copies of which are distributed to newly hired facilitators as an additional resource. As the classes continue, additional materials and lesson ideas that come out of classes will be inserted into the binder. Therefore, it is vital that teachers keep records of what is covered in class. In this manner, the Worker Education Program has a "living" curriculum, one that builds, develops and grows as the program continues.

Worker-Centered Methods

In implementing a worker-centered approach, an eclectic teaching methodology is the most effective. Eclecticism allows educators to "cut and paste" from different methodologies, allowing students to benefit from the best of all worlds. Furthermore, visual, aural, and kinesthetic learners all have the opportunity to develop their skills. Some ESL methods which compliment the worker-centered approach include:

1. ***Problem-Posing*** (Freire, Auerbach, & Wallerstein)
   Problem-posing is useful for developing critical thinking skills. It begins by listening for workers' issues, or "critical incidents." Based on the listening, teachers then select and present the familiar situations back to the students in a codified form: a photograph, a written dialogue, a story, or a drawing. Teachers then use a series of inductive questions which move the discussion of the situation from the concrete to a more analytical level. The problem-posing process directs workers to name the problem, understand how it

applies to them, determine the causes of the problem, generalize it to others, and finally, suggest alternatives or solutions to the problem.

2. ***The Language Experience Approach (LEA)*** (Nessel, Dixon)
This method uses a holistic story-telling manner to teach literacy and English language skills. The instructional material is based on the actual words and language patterns of the learner. It's purpose is to show learners that their own words can be written down and read, to make learning meaningful and to build self-confidence. Based on a problem-posing session, class discussion, or shared experience, students dictate their story to the teacher, who writes it on the board. Students are free to make changes and corrections. The group then practices reading the story aloud several times, with help as needed, until the story is familiar. Comprehension is assured because the reading material is self-generated. The teacher types up the story for the next class session and uses it to reinforce language skills through activities such as cloze exercises, matching beginnings of sentences with endings, putting scrambled sentences in order, and other activities.

3. ***Student-Generated Dialogues & Roleplays***
The premise for using student-generated dialogues and roleplays is similar to that of LEA in that students learn words and structures that have meaning in their workplaces and in their lives. Student-generated dialogues and roleplays can be tailor-made to deal with specific communication problems both in and outside the workplace. They are an ideal follow-up activity to a problem-posing session as workers' solutions can be acted out. Using their own names and those of co-workers and supervisors helps bridge the gap between classroom simulation and real life situations.

4. ***Realia & Photographs***
The use of realia and photgraphs from the workplace is an excellent way to make learning meaningful and bridge the gap between classroom simulations and real life situations. They can be used in a variety of ways: to practice vocabulary, stimulate a discussion or problem-posing session, or for a TPR activity (see below).

5. ***Total Physical Response (TPR)*** (Asher)
This method involves oral/aural skills development. Using the imperative mode, the teacher gives the students spoken instructions. The students experience meaning and demonstrate comprehension through a physical response; for example, students are asked to pick up an object, point to a picture, turn off the lights, or stand up. The theory behind this method is that students retain the vocabulary and structures through the physical action of completing the spoken task. TPR is particularly useful for kinesthetic/tactile learners (37% of adults) (Kinsella, Asher), who learn best from "hands on" experiences. It is also beneficial to the teacher as a check of students' comprehension.

6. ***Cooperative Learning***

The premise behind this educational approach is that students can learn effectively in small groups, and that, while we learn only 20% of what we hear, we learn 95% of what we teach to others (Glasser). Cooperative Learning activities are structured in such a way that the success of the group as a whole is determined by how well students share their information with other group members. In these activities, students are accountable for their own and each others' learning, acquire effective interpersonal and team-building skills, and master content material. The role of the teacher is minimal in Cooperative Learning, making it a truly worker-centered activity.

7. ***Pairwork***

Like Cooperative Learning, pairwork is an effective way of maximizing student talk and minimizing teacher talk. Many useful and creative pair activities are described on pages 10 through 13. It helps students get accustomed to speaking with another individual, such as a co-worker, a supervisor, or an inspector.

Student-Generated Anthology

Writing is a central part of the Worker Education Program. Student writings are published in a Student Anthology. The Anthology is published every funding cycle and is a compilation of student-generated:

- essays
- drawings
- individual & group stories
- research projects
- word games and puzzles

These writings are the final versions of works produced after revising, re-writing, and editing. They are in the students' own words and phrases; any teacher-dictated "corrections" would affect authenticity. It is important to keep in mind that student works submitted for the Anthology are the products of the students' own editing and revising process.

IDEAS FOR WORKER-CENTERED ACTIVITIES

1. **50 Questions**: This activity puts the learning experience entirely in the hands of the workers. The process is as follows:
   - workers choose a topic they are interested in learning about, for example: health and safety at work;
   - the class brainstorms 50 questions on the topic, which are written on the board (for beginners, this could be done in the first language);
   - workers discuss which questions they think are the most important, or which ones they would like answered;
   - the list of questions can serve as the basis for curriculum and class activities. For example, the questions on health & safety can be answered by reading articles or listening to guest speakers. The workers can then use the information they have collected to create an informational brochure or wall poster.

2. **"Real Life" assignments**: Workers are given assignments such as calling in sick or reporting a problem to a supervisor at work, based on what is being done in class. Workers report back and discuss what strategies they used, what information they received, and what they could do next time to be more successful.

3. **Guest Speakers**: Contact program coordinators for "experts" on a topic students are interested in to arrange for guest speakers. Examples include job advancement, occupational health & safety, and bargaining agreement issues.

4. **Dialogue Journals**: Workers can have an on-going personal dialogue with the teacher through a journal in which they discuss their progress, their workplaces, frustrations, ideas for activities, or anything else they want to talk about. The teacher collects the journals, responds to worker's comments, and gives the journal back. This could go on for the entire course.

5. **Time Lines**: Ask a worker to draw a line on the board and write the important events of his/her life along the line, in chronological order. The events can be specific, such as his/her job history. The worker can talk about the events on the time line, or other workers can ask questions about it. Questions about pivotal events at work, previous training for certain skills, or changing attitudes towards work can serve as the basis for conversations or writing activities.

6. **Find Someone Who**: Create a questionnaire which asks students to identify someone in the class who corresponds to a characteristic of the questionnaire (i.e. works with plastic, has been working at the same place for 3 or more years, etc.) These characteristics may be

compiled by the teacher in advance in preparation for the activity. Students circulate, formulating questions and writing down the name of a person who fits a given characteristic. This is a good activity for practicing question-formation on specific grammatical structures (i.e. "Do you work in assembly?") or vocabulary (i.e. questions about a specific topic such as health & safety or work).

7. **2 Truths/1 Lie:** Each students says three things about him/herself, two of which are true, the other a lie. The others try to determine which is the lie by asking questions. This is an excellent icebreaker for the first day of class.

8. **Line-Ups:** Many workers are tired in class after a day's work and sitting makes them more tired. Line-ups are a fun and instructive way to get students out of their seats and talk to each other. Students can line up in order of birthdate, assigned letter or number, or position on an assembly line. Students can also be given picture cards from a picture story and line up according to the order of a story or job procedure. At the same time, students are practicing asking questions to determine the order of the line-up.

9. **Picture Stories:** Job procedures or schedules depicted in pictures allows students to practice describing actions verbally. They are also very effective with literacy level students who have difficulty reading and writing job steps. Picture stories can be used for discussion, vocabulary practice, question/answer, line-ups, and many other oral activities. They are also useful triggers for writing exercises.

10. **Scrambled/Strip Story:** Stories written using the Language Experience Approach in class are separated into individual sentences or phrases. Each student is given a piece of the story and, as a group, they must put the story in a logical order.

11. **Conversation Matrix:** In this activity, students create a chart with their names at the top (columns) and question items, such as supervisor's name or position on assembly line, going down each row. Students circulate and ask each other questions in order to illicit information on each topic. The object is to complete the chart with information collected through these interviews, usually under a specific time limit.

12. **Concentration:** Students practice names of tools or other workplace items by using cards. All the cards are placed face-down and students take turns trying to match the picture of the object with its name.

13. **Information Gap:** In this pair activity, students are given the same text, such as a work order form, with each partner having different information missing. To successfully complete the task, the partners must share their information orally with each other. It is

an ideal activity for practicing functions such as asking questions, asking for clarification, and confirming understanding.

14. **Spot the Differences:** Partners are given pictures or texts, such as a map of the factory or a picture of a finished product, which are similar but not identical. Without looking at each other's handout, they must determine the differences orally. This activity is useful for practicing vocabulary used for describing location and appearance, such as prepositions of place, colors, and other physical features.

15. **Johari Windows:** In pairs, students (**A** and **B**) complete a grid where the upper left square is designated **both A and B**, the upper right square is **A only**, the lower left square is **B only**, and the lower right square is **neither A nor B**. In each square, the pair finds out characteristics about each other, such as **A** can set up machines and **B** cannot, or, **B** likes math and **A** does not. The students note these characteristics in the appropriate box. his activity is used to practice question forming and conversation skills.

16. **Jigsaw:** Similar to information gap, this activity calls for small groups where each group member has a piece of information he/she must share with the others in order to complete the assigned task, such as job requirements, a workplace-related crossword puzzle, a work schedule, or a packing list.

17. **BINGO:** BINGO can be adapted to the workplace by using tools, actions, products, or departments depicted on flash cards or with realia. Each student receives a different BINGO board and marks the appropriate item as it is called out by the teacher or classmate. The first students who marks all the items in a row wins.

18. **Telephone:** This activity offers practice in retaining oral language. One student, or the teacher, says a phrase or sentence to another, who then passes it on to another, until everyone in the class has heard it, one by one. The last person to hear the "message" repeats it to the whole group. The goal is accuracy, however, the "message" usually has been distorted. This activity can be suitable for the workplace with "messages" such as steps in a job procedure, a company policy or rule, or a safety warning.

19. **Objects in a Bag:** Workplace realia is placed in an opaque bag. One student picks an item in the bag without revealing it to the others. He/she describes the item and the others must guess what it is, **or**, the other students ask yes/no questions and try to guess what the item is from the answers. This is an excellent activity for practicing workplace vocabulary and question formation.

20. **Recall:** Students view a variety of objects from the workplace. The items are covered and students must try to remember as many objects as possible within a time frame, such as 30 seconds.

21. **Scavenger Hunt:** Small groups of students are given lists of items in the workplace; each group may have a different list for a cooperative game or the same list if the game is to be competetive. The groups race to find all the objects on the lists within a certain time frame. The group that finds the most items within the designated time frame wins.

22. **Don't Get Lost:** Using maps of the workplace, pairs of students give directions to each other to different locations within the plant. This activity is an excellent way to practice giving and listening for directions and learning about the different areas in the workplace.

23. **Language Coaching**: Students can volunteer to help each other practice English at work. They can even write up some kind of a "contract", after negotiating the terms of the agreement. They can report back to the class on their progress.

24. **One-Minute Monologues**: Students write down 3-4 topics which they would like to talk about or would be interested in hearing others talk about. The teacher might give examples first, such as "what I like about my job", "my ideal job", "the Union", and others. The teacher compiles the students' topics and writes them down on separate strips of construction paper (they can be used many times). Students form groups of three, taking turns picking a topic and talking about it for one minute. The other two students listen and time the speaker. They can write down errors they hear and point them out to the speaker afterwards. The student can then try to correct the errors, or the other students can help. This is a good first step toward monitoring one's own errors and is great fluency practice.

25. **Debates**: This activity is great for practicing problem solving skills, expressing opinions and point of view, and developing teamwork. The class is divided into two teams and each team tries to persuade the teacher or the other team to agree with their point of view.

Some Worker-Centered Teaching Tips to Maximize Student Participation

• Use class activities which minimize teacher talk such as:

pairwork	small group work
dialogues & roleplays	picture stories
Cooperative Learning	LEA

• Pause 5 seconds to let students answer questions before providing the correct answer.

• Encourage students to try to correct their own and other students' errors, both oral & written, before giving the correct answer.

• Let individual students lead activities as much as possible by having *them* provide dictation, ask questions, call on others to answer, write answers on the board, and lead class discussions.

• Have students gradually take more responsibility for their own learning by:

-giving students options as to which particular activity, skill, or topic they would like to work on during at least part of the class session.

-letting individual students decide what and how much homework they are willing to do for the next class session.

-letting students decide what action they will take after a problem-posing session.

-getting frequent feedback about the class from students, both orally, in an informal group discussion, and in writing, from class/teacher evaluation questionnaires.

-asking students 1) how *they* see their own progress; 2) what they learned that day, and, 3) what they would like to work on the next time, giving them specific choices at first.

MATERIALS

Students should be encouraged to contribute many of the materials used in class, such as realia from the workplaces or pictures for a picture file. Program Coordinators may be contacted for workplace-specific materials such as:

- realia (safety equipment, work tools, work forms, time cards, paycheck stubs, training manuals, handbooks, etc.)
- films, videos
- newspaper articles
- company or union newsletter
- comics
- short stories
- pictures from magazines
- games (Bingo, cards, crossword puzzles and others)
- Worker Education Program Activities Binder

Teachers may choose from a variety of workplace ESL texts for student use in and out of class. Each student may receive one book. The choices are:

ESL Literacy, Longman
Working In English, Books 1 &2, Contemporary
Day by Day, Prentice Hall
Speaking Up at Work, International Institute of Minnesota
ESL for Action, Addison-Wesley
Reading Skills That Work &
Communication Skills That Work, Contemporary

Any other book titles can by requested by facilitators for program staff to order. Facilitators may utilize any materials in the program resource library, including over 300 titles, located in the Worker Education Program office at the ACTWU hall, 333 S. Ashland, and the Resource Center at the Chicago Teachers' Center, 770 N. Halsted.

EVALUATION

Assessment

Assessment of language learners' knowledge and level of English upon entry into the program is critical for measuring the overall success of the program. The Basic English Skills Test created by the Center for Applied Linguistics is used upon enrollment in order to give teachers a basic ideas of students' knowledge and to place students in the appropriate class. The BEST uses real life materials and measures performance of basic language competencies. All students are pre-tested with the oral BEST. Upon results of the oral component, they may be administered the BEST written section.

Students also complete a holistic writing sample where they attempt to describe their jobs in English or Spanish. The writing samples are given a numbered rating based on criteria described by Project EXCEL of the National Council of La Raza. In order to measure progress, students are post-tested with the BEST and holistic writing sample every 8 weeks.

Class Objectives and Student Progress Reports

Teachers design a set of objectives for the 8-week cycle of classes. These objectives are based on goals stated in the Curriculum Guide and adapted to meet students' educational needs. The Class Objectives are submitted by the second week of class for review by program staff. After eight weeks of class, teachers submit Student Progress Reports which assess students' progress towards meeting the objectives.

Teachers submit a new list of Class Objectives for the second eight weeks; some objectives may be repeated from the first eight weeks if they were not met fully. Student Progress is assessed and reported again after the second eight weeks.

Individual Learning Plans (ILP)

Each students is asked to identify his or her educational goals upon enrollment. These goals are noted on the registration form so that teachers can take them into consideration when developing class objectives. Every student is assured complete confidentiality of his or her Learning Plan, assessment scores, and all other evaluations.

Documentation

Program staff collect and maintain portfolios for each learner to be used in program evaluation. All work in the portfolio must be dated to note progress over time. The portfolios contain:

- formal and informal assessment results;
- records of attendance;
- Registration form with Individual Learning Plan;
- Individual Learning Plan;
- student progress reports;
- examples of the student's work such as essays, worksheets, and dialogues;
- any other language activities.

Theme: Work Issues/Communication in the Workplace

Goal	Language Skills	Lesson Ideas/Activities	Materials
1. To understand implications of time in the U.S.; to learn what's a legitimate excuse for being absent or late to work in the U.S.	telling time	•practice time on clocks, worksheets •practice time on schedules (work, bus & train to get to work) •information gaps, spot the differences on schedules •find best way for X to get to work (bus, train, car?)	realia: clocks realia: work, bus & train schedules On Your Way, units 3 & 8 handouts English for Adult Competency, chapt. 4 bus & train schedules, road maps Functioning in English, unit 2 Speaking of Survival, pgs. 131-144
	language for excuses for being late or absent (I'm sorry but...carpool driver sick/late; new bus/train schedule; moved, so got lost; car accident; you're sick; your child's sick; you have to visit your child's teacher; you have to go to court, etc.)	•brainstorm reasons for being late to work or absent •dialogues, roleplays on being late •discussion of whether excuses are legitimate or not •compare/contrast reasons for being late or absent in your country & U.S.: weddings, funerals, picking up relative at airport, sick child, etc.	board sample dialogues, role cards Working in English, chapt. 14 The Working Culture, bk 1, chapt. 5 English at Work, worksheets 13 & 14, list of reasons for being late or absent Speaking Up at Work, pgs 18-19
	functions: apologizing, explaining, asking for explanations, giving reasons	•listening comprehension & discussion •dialogues & roleplays	Breaking the Ice, units 5, 8 & 13 Picture Stories, pg 31 Speaking Up at Work, pgs 112-117 On Your Way, unit 11
2 To understand pay, benefits, taxes (also see "Work Forms", objective #3)	$, %, decimals reading columns reading paychecks & stubs functions: asking for information/clarification ("Excuse me, could you tell me/explain to me..."); explaining a mistake specific language: "I'd like to cash/deposit my paycheck/ make a deposit."	•number work, including listening comprehension ($,%, decimals) •report a mistake on payroll - reading of paychecks & stubs, discussion, roleplays	From the Start, units 1-5 paychecks & stubs Speaking Up at Work, pg 143 paychecks & stubs Working in English, chapt. 5 English at Work, wksht #17 The Working Experience 1, chapt. 6 Speaking Up at Work, pgs. 50-56, 118-119, 133-135 Speaking of Survival, pg. 91 English for Adult Competency, chapt. 9
		•roleplays: cashing or depositing a paycheck at the bank	sample dialogues, role cards, deposit slips

Theme: Work Issues/Communication in the Workplace

Goal	Language Skills	Lesson Ideas/Activities	Materials
3 To be aware of and understand other work-related problems & solutions	simple present, adverbs of frequency modals: can,could, should, must, might	•chart: at work, "How often do you...?" (sometimes, rarely, never, etc.)	Practical English, chapt. 9 Side by Side, bk 1, units 1-12, bk 2, unit 1 grammar exercises, cloze exs, flash cards on verbs & adverbs, handouts w/blank charts Side by Side, bk 1, units 13, 21, 22, 27, 28
		•discuss a typical day at work •LEA based on discussion •problem solving & roleplays on situations discussed: students provide solutions (He should..., She could..., etc.) •LEA based on discussions & roleplays	The Working Culture, book 1, chapt. 9 "Problems in the Workplace" (roleplays)
		•readings on other work issues	The Working Experience 1, chapt. 2 "The Boss", chapt. 7 "A Hard Part of My Job", chapt. 13 "New on the Job", Picture Stories, pg 61 (wife in factory, husband at home)

Theme: Work Issues/Communication in the Workplace

Goal	Language Skills	Lesson Ideas/Activities	Materials
4 To communicate problems at work to appropriate person, both orally & in writing	simple present, present continuous, simple past & past continuous to describe a problem at work	•brainstorm problems in the workplace	blackboard, make vocabulay list of high frequency verbs & other vocabulary from brainstorm
		•grammar exercises contrasting simple present & present continuous, simple past & past continuous w/high frequency work problem verbs	Practical English, chapts. 5, 9, 10, 13, 14, 16 Side by Side, bk 1, units 1-18, 26 Grammar Work, bk 3, 14-48; handouts flash cards of verbs Bingo game on irregular verbs On Your Way, units 1, 2, 3, 6, 7, 10 & 11
		•flash cards of verb forms •Concentration cards for irreg vbs	flash cards Concentration cards on irregular verbs
		•discussion of problems in the workplace, who to communicate them to, possible solutions	
	functions: expressing opinions, needs, wants; arguing	•dialogues & roleplays on communicating problems at work to supervisors & union representatives using present & past tenses	sample dialogues, role cards Functioning in English, units 3, 6 & 8
		•LEA & strip stories based on dialogues & roleplays	board, strip stories
	filing a formal complaint or grievance in writing	•dialogues, roleplays using these functions to communicate a problem at work (eg. : roleplay a contract negotiating meeting, tell your supervisor why you think you shouldn't be suspended, etc.)	sample dialogues, role cards
		•written exercises on sample written complaints & grievances: T/F & comprehension Q's, gap fills, spot the differences, sentence completions, vocabulary checks •write a formal complaint or grievance about a problem you have (or had) at work	sample formal complaints & grievances, worksheets on these

Theme: Work Issues/Communication in the Workplace

Goal	Language Skills	Lesson Ideas/Activities	Materials
5 To suggest solutions to problems at work (meetings w/supervisors, filing a grievance, etc.)	functions: greetings, making suggestions, expressing opinions: ("I think we should...", "Why don't we...", etc.) modals: should, could, can, might, had better, ought to	•discuss problems in the workplace •brainstorm possible solutions to these problems	English for Adult Competency, chapt. 1 On Your Way, units 2, 8 & 9 board, handout of vocabulary Functioning in English, units 4, 6 & 8 Fitting In, chapts. 2 & 10 Side by Side, bk 1, units 13, 21,22,27,28
		•roleplay workers discussing a problem at work & suggesting solutions	sample dialogues using functions listed & modals, list of work-related problems generated by students, roles
		•suggestion box: students write suggestions to problems discussed above, put in suggestion box	suggestion box
		•roleplay a formal meeting w/ a supervisor to discuss solutions to a problem at work, using suggestions from suggestion box	role cards, suggestion box w/suggestions
6 To understand rights of workers & the laws protecting these rights	negative statements	•introduce a problem via problem posing (reading, picture or roleplay), students interpret the problem. Then introduce information on workers' rights related to problem. Discuss.	ESL for Action, Unit 7 Grammar Work, bk 1, 1-21, 58-71 On Your Way, unit 1
	specific vocabulary first & second conditionals (If...then...)	•read excerpts of contract related to benefits/workers' rights •T/F & comprehension Q's on contract/benefits/workers' rights	contract ELS for Action, Unit 8 Side by Side, bk 2, units 15-16 handouts

THEME Work Issues/Communication in the Workplace

Objective	Language Skills	Lesson Ideas/Activities	Materials
7. To understand job requirements/skills needed for promotion at your company	simple present: affirmative, negative, yes/no questions adverbs of frequency there is/there are	•make chart on board of what workers do at work by having students ask each other questions, then fill in the chart •same as above, w/adverbs of frequency: "How often do you...at work?"	On Your Way, units 1, 3, 7, 9 & 11 Practical English, chapts. 7, 9 Side by Side, bk 1, units 1-11 Speaking of Survival, pgs. 82-96 photos of workplace ESL for Action, Unit 3
		•talk & write about where students work and what they do at work, using information from completed chart	blackboard, handouts to guide questions if needed & completed chart
	vocabulary used on the job	•LEA about everyone's job, then do follow-up (cloze, dictation, strip story)	blackboard, handouts of questions if needed & chart
		•train/explain your job to a classmate	
	vocabulary to talk about job skills, characteristics of workers (efficient, hard-working, etc)	•use "job banks" to build work vocabulary	English for Adult Competency, chapt. 7 blackboard handouts, strip story
	I like + infinitive or gerund (I like to work alone, I don't like working with numbers, etc.)	•roleplay work scenarios using high frequency vocabulary words	tape recordings of work-related dialogues, written sample dialogues, role cards
		•brainstorm qualities of a good worker	blackboard, vocabulary list generated from brainstorming
		•flash cards, concentration cards of opposite adjectives describing characteristics of workers	flash cards, concentration cards
	simple past & " used to" for describing your work history question formation & question words (When do I start?, What's the salary?, Who do I see about...?, etc.	•discuss qualities /skills needed for promotion at your company	On Your Way, unit 12 Side by Side, bk 1, unit 18, bk 2, unit 20
		•listening comprehension & discussion on job skills	Tuning in to Spoken Messages, Unit 8 (different skills for different jobs)
	function: formal introductions (How do you do, Nice to meet you, etc. for interview situations	•read job ads in newspaper & job announcements at work	authentic job ads & job announcements, worksheets on these, job application forms
		•fill out job application •roleplay a job interview	Side by Side, bk 1, units 14-18 Practical English, chapts. 5, 13, 14 role cards

Theme: Work Issues/Communication in the Workplace

Goal	Language Skills	Lesson Ideas/Activities	Materials
8 Understand how worker fits into overall functioning of workplace, i.e. how worker's particular job is essential to finished product	"when" + simple present 2nd conditional ("What would happen if...")	•problem pose a situation where one step in manufacturing process breaks down •invite plant manager or someone from personnel to speak about co. products & manufacturing process	actual products at various stages of manufacturing, photos of different work stations Side by Side, bk 2, units 15, 16 company literature/brochures

Theme: Work Forms

Goal	Language Skills	Lesson Ideas/Activities	Materials
1. To read and understand the forms used by workers.	read/interpret abbreviations on forms	•flash cards of abbreviations •matching worksheets •Bingo	flash cards worksheets Bingo game
	read/understand vocabulary on forms a)prepositions	•pictures showing prepositions •TPR: following instructions with emphasis on prepositions •Spot the Differences •Information Gaps on forms •Information Gaps on prepositions •more preposition practice	The New Oxford Picture Dictionary workplace realia Side by Side, bk 1, unit 7 Spot the Difference pictures work forms assorted colored paper shapes Working in English, pgs 115-116, 118-122 Speaking Up at Work, pgs 20-30
	b) nouns, verbs, adjectives (all other vocabulary)	•flash cards •TPR w/workplace realia as related to forms •Information Gaps on forms •Spot the Differences on forms •20 Questions on workplace realia •Sentence completion using vocab on forms	flash cards workplace realia workplace forms worksheets workplace realia handouts
		•Concentration (opposite adjectives) •Q/A on forms, oral & written •strip stories using vocab. on forms •strip stories: job steps •pantomime part of job, others name it	Concentration cards handouts, workplace forms strip stories strip stories
		•describe steps in your job •"Find someone whose order...." •Tic Tac Toe w/form vocab. •Sentence Auctions •Line ups: job steps •Bingo w/form vocabulary	English at Work, worksheets #9,#11; handouts, order forms board handouts strips/cards w/job steps Bingo game

Goal	Language Skills	Lesson Ideas/Activities	Materials
2 To understand basic units of weights & measurements used on forms and in jobs	read/understand weight & measurement specifications on forms; be able to weigh & measure according to specifications; specific vocabulary & abbreviations: inches, feet, pounds, by, X, ', ", lbs.; comparisons (longer than, too long, not long enough); math: fractions (one half, one fourth inch), decimals (2.6 lbs.)	•basic math exercises: (ex.: convert feet + inches to inches, add lengths w/fractions, weights w/decimals, etc.)	handouts of math exercises
		•number/weight/measurement practice: Bingo on weights & measurements	Bingo game
		•flash cards of symbols/abbrevs.	English for Adult Competency, chapt. 2 flash cards
		•listening comprehension on numbers	From the Start, units 1-5
		•game: Buzz	
		•dictation on numbers, weights, measurements	
		•Line-up: measure height of all students, line up by height	tape measures
		•story problems using math on forms and in work situations	handouts, work forms
		•TPR: measure rectangles of different sizes, write down	construction paper rectangles, handouts
		•grammar work on comparisons	Side by Side, bk 1, unit 27 grammar exercises, Grammar Work, bk 1, pgs. 82-91, bk 3, 28-44
		•read measurement specifications, measure rectangles, say/write if too long, too short, etc.	handouts Understanding & Using English Grammar, pg 199
		•Information Gaps: draw product according to specifications on work form or fill in specifications on form after measuring product	handouts, work form
		•"Machine Man" (following instructions on measurements)	Drawing Out, pgs. 125-126
		•weigh things, write down weights, say/write if too heavy, too light according to specifications	handouts

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Theme: Work Forms

Goal	Language Skills	Lesson Ideas/Activities	Materials
3 To understand and fill out generic work-related forms: a) tax forms b) job applications	for tax forms: columns, numbers, +, -, %; specific vocabulary: exemptions, dependents; writing a check to pay taxes: writing numbers, dates, signature; addressing an envelope to mail check: format, name, address	•basic math exercises on +,-, % •fill out tax forms •write check to pay taxes •address envelope to mail check	handouts, story problems sample tax forms sample checks envelopes Speaking Up at Work, pgs 104-107, 162-164 Speaking of Survival, pgs. 99, 110-111 English for Adult Competency, chapt. 8
	for job application forms: specific vocabulary and abbreviations: ss#, marital status, birthdate, previous jobs, education, etc.;	•fill out a job application •Information Gaps on job apps.	On Your Way, unit 12 job application forms
	grammar: present perfect continuous (I've been working at X for 4 years), simple past (I worked at X for 2 years), since, for;	•grammar exercises on simple past and present perfect continuous •oral practice of these tenses in context of jobs workers have had	Grammar Work, bk 1, 82-91, bk 3, 49-56 Speaking of Survival, pgs. 82-96 Side by Side, bk 2, units 4-6 English for Adult Competency, chapt. 7
	vocabulary describing characteristics of workers (hard-working, efficient, etc.)	•roleplay a job interview	sample interview dialogues, role cards
		•brainstorm characteristics of good/bad workers	board
		•problem solving: pick the best candidate for a given job at your company	handouts on candidates and their qualities, vocabulary list of adjectives describing workers

Theme: Quality Control

Goal	Language Skills	Lesson Ideas/Activities	Materials
1. To be able to name and demonstrate Quality Control checks	vocabulary for quality control checks and defects	•students check products, say whether good or not, which QC problem exists, if any	company's products, both good and defective
		•TPR: hold up appropriate item, students name problem	company products
		•T/F questions on QC checks, written and oral	company products, handouts
2 To be able to report a QC problem to machine operator, supervisor, or QC person	This is/These are comparatives superlatives too/too much/ too many not enough	•dialogues, roleplays	handouts of sample dialogues, roles, situations
		•listening comprehension on QC dialogues	audio tape of sample dialogues Speaking Up at Work, 97-103
3 To be able to answer QC questions from machine operator, supervisor, or QC person	listening comprehension for questions: Do/Does/Did, Who/When/What/When/How much How many/Why	•dialogues, roleplays •20 Questions	handouts of dialogues, roles, situations Side by Side, bk 1, unit 27 English for Adult Competency, chapt. 2
	weights, measurements; comparisons (it's too heavy, it's not long enough, etc.)	•dialogue completions •cloze exercises •Tic Tac Toe •grammar practice on comparisons •grammar practice on comparisons in context of QC situations	handouts of dialogues handouts board grammar exercises on comparisons handouts of dialogues, roles, situations
	asking for help, checking & clarifying instructions, asking for explanations, asking for information, giving explanations & reasons, describing a mechanical problems specific vocabulary	•discussions, dialogues, roleplays •listening comprehension exercises •roleplay: report a machine breakdown	Speaking of Survival, pgs. 210-224 Breaking the Ice, units 5-8 Working in English, chapts. 10 & 11 English at Work, worksheet 17 Speaking Up at Work, 43-49, 83-86 Spectrum 2, units 5 & 6 On Your Way, units 2, 3, 5 & 6
4 To be able to order new parts from a catalogue	reading catalogues, including #/letter codes; talking on the phone to order parts: "I'd like to order..."	•practice reading catalogues •roleplay ordering a new part for a faulty machine on the phone	catalogues, T/F Q's on specific info. in catalogue sample dialogues & roles

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Theme: Quality Control

Goal	Language Skills	Lesson Ideas/Activities	Materials
5 Respond to customer complaints about a faulty product	Functions: asking for clarifications, giving reasons/explanations, apologizing, promising (We'll send you...)	•sample dialogues, written & for listening comprehension •T/F Q's, cloze exercises on dialogues •pair practice on dialogues	handouts, tapes Breaking the Ice, units 5 & 13 handouts dialogues
		•roleplay customer complaint about a faulty product	Fitting In, chapt. 4 Speaking Up at Work, pgs 91-96 Funtioning in English, pg 17 Spectrum 2, unit 4 Grammar Work, bk 3, pgs 71-77 (will) rolecards, phone prop

Theme: Company Rules

Goal	Language Skills	Lesson Ideas/Activities	Materials
1. To understand company rules and regulations.	reading comprehension of company rules; specific vocabulary	•teach one rule a day: go over vocabulary with flash cards; use index cards for word order	ESL for Action, unit 5, lesson 1 company rules flash cards index cards for word order
		•pantomime breaking a rule - which one?	index cards w/rules
	modals (should, would, can, could, must) + simple form of verb	•grammar practice on modals •conversation practice w/modals in context of company rules	Side by Side, bk 1, units 13, 21, 22, 27, 28 Grammar Work, book 3, pgs 81-95 handout: discussion questions handout: sample dialogues
	present tense verbs	•grammar practice on present tense verbs •conversation practice w/present tense verbs in context of company rules	Side by Side, bk 1, units 1-6, 9, 10 Grammar Work, bk 1, 1-20, 58-71, bk 3, 17-27 Practical English, chapt. 9
		•problem solving: How to avoid breaking company rules & what to do if you break them: discussion, dialogues, roleplays	handouts w/sample dialogues & discussion questions handouts w/sample dialogues gap fills on dialogues role cards
	simple past	•LEA based on discussions, dialogues & roleplays	blackboard
		•compare/contrast rules at company w/rules at former workplaces •problem solving/discussion: Who benefits from these rules? •compare/contrast rules w/work rules in native country; discussion: Where did the rules originate? Who mandated them? Do they still apply w/changes in the workplace?	Practical English, chapts. 13, 14 Side by Side, bk 1, units 15-18 company rules Grammar Work, bk 1, pgs 82-91, bk 3 28-44 discussion questions

Theme: Health & Safety

Goal	Language Skills	Lesson Ideas/Activities	Materials
1. To understand company's health & safety rules & regulations	reading comprehension of safety rules & regulations	•teach one rule a day: go over vocabulary with flash cards; use index cards for word order •for each rule, discuss consequences/implications •problem solving, critical thinking •dialogues, roleplays •LEA based on discussion, dialogues & roleplays	*for all objectives, see* Health & Safety Curriculum Guide* and ESL for Action, unit 6 company's safety rules & regulations flash cards, index cards handouts w/vocabulary, discussion questions Speaking Up at Work, pgs 70-72 handouts: sample dialogues, cloze exs. on dialogues, role cards
	must/must not is/are to be	•cloze exercises on rules •fill in blanks w/must (not), is/are to •sentence auctions •Tic Tac Toe w/these structures & health & safety rules vocabulary	Side by Side, unit 28 cloze exercises fill in blanks exs. handouts blackboard
2 To understand danger & warning signs at company	reading comprehension of danger & warning signs; specific vocabulary	•take pictures of signs at company, identify labels from chemicals & hazardous materials used at plant •have students copy signs on posters •make flash cards of key words on signs and labels •do cloze exercises on signs & labels •discuss reasons for signs & labels, consequences of not obeying them •dialogues, roleplays •LEA based on discussion, dialogues & roleplays	photos of signs; labels Signs at Work Speaking Up at Work, pgs 73-74 poster board, markers flash cards handouts discussions questions, key vocabulary sample dialogues, role cards blackboard
3 To be able to identify safety & health hazards in the workplace	there is/there are modals: could, should, must cause/effect: if...then...would/could/shoud phrasal verbs (turn on/off, put on, take off, etc.)	•grammar practice on there is/are, modals, cause/effect, phrasal verbs •conversation & listening practice using these structures in health & safety contexts •discussion & brainstorm health & safety hazards in the workplace (What would/will/could happen if...) & find possible solutions	Practical English, chapt. 7 handouts; Grammar Work, bk, 34-37, bk 3, 78-80, 81-95; flash cards for phrasal verbs Side by Side, bk 1, units 7, 22, 27, 28, bk 2, units 9, 15, 16 sample dialogues, readings using these structures ESL for Action, Unit VI, attached pages English at Work, cards w/workplace hazards & solutions, worksheets 11 & 20

Theme: Health & Safety

Goal	Language Skills	Lesson Ideas/Activities	Materials
4 To understand employers' & employees' rights & responsibilities under OSHA & Workers' Compensation laws	specific vocabulary	•roleplay a dialogue between OSHA inspector and workers •discussion & roleplay of employer's & employees' rights & responsibilities under OSHA	OSHA information pamphlets "Safety & Health Hazards at your Workplace Checklist" (from OSHA materials) Workers' Compensation information pamphlets Working in English, chapt. 14 sample dialogues, role cards
		•read simplified versions of OSHA checklist forms	simplified OSHA checklist forms
		•read & discuss articles on workplace accidents	articles: "North Carolina Chicken Plant Fire", "Triangle Shirt Waist Factory Fire" •pre-reading vocabulary & questions, post-reading work on vocabulary & comprehension & discussion questions
		•LEA based on readings, discussions & roleplays	
		•invite a guest speaker (from co. or union) to talk about health & safety in the workplace	
5 To be able to file a written complaint about a health or safety hazard	specific vocabulary writing sentences	•read sample complaints/grievances on health & safety hazards	sample complaints/grievances on health & safety hazards, worksheets on these (vocab, cloze, sentence completion)
		•flash cards & cloze exercises on vocabulary & structures in readings •brainstorm health & safety hazards in your workplace & choose the most dangerous one to discuss	flash cards, handouts
		•writing practice: filing a written complaint about a health or safety hazard in your work place (after discussion)	sample complaints/grievances on health & safety hazards, worksheets on these (vocab, cloze, sentence completion)

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Theme: Health & Safety

Goal	Language Skills	Lesson Ideas/Activities	Materials
6 To be able to call in sick or late and describe an ailment	vocabulary: body parts	•label pictures of body parts •TPR: "Simon Says" •Concentration	The New Oxford Picture Dictionary, pgs 4-5 English for Adult Competency, chapt. 3 Concentration cards
	vocabulary: ailments, injuries	•dialogues, roleplays, flash cards	handouts, role cards, flash cards Grammar Work, bk 1, pgs 76-81 Speaking Up at Work, pgs 66-67
	imperatives	•roleplay warning a fellow worker of a hazard	Fitting In, ch. 6 Spectrum 2, units 2 & 10
	simple past of key verbs: (cut, slipped, fell, etc.) past continuous; contrast of these 2 tenses when, should, should have		Practical English, chapts. 3, 14 Side by Side, bk 1, units 15-17, 20, 26, 30, bk 2, units 2, 14; Grammar Work, bk 1, 82-91, bk 3, 28-48 Understanding & Using English Grammar, unit 5
	vocabulary: safety gear, equipment, tools		Speaking Up at Work, pgs 63-66 English at Work, worksheet #17 Working in English, chapt. 8
	function: calling in sick (specific language & vocabulary)	•flash cards, fill in the blank exercises •concentration cards (pres vs past) •problem solving: safety in the workplace: discussion, dialogues, roleplays w/cards	flash cards, grammar exs. concentration cards English at Work, cards w/workplace hazards & solutions, worksheets 11 & 20 Speaking of Survival, chapt. 1 Working in English, chapt. 13
		•discussion of safety gear needed at company	handout of safety gear vocabulary realia: safety gear handout w/discussion questions
		•dialogues, roleplays, listening comprehension on calling in sick, visit to doctor for work-related injuries	Spectrum, book 1, chapt. 3 roleplay cards, handouts of sample dialogues
		•invite a guest speaker from the health clinic to discuss health & safety hazards, solutions, cures	
7 To be able to report an injury, accident or hazard to fellow worker or supervisor	See Goal 6	See Goal 6	See Goal 6

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Theme: Health & Safety

Goal	Language Skills	Lesson Ideas/Activities	Materials
8 To be able to fill out an accident report	specific vocabulary filling out forms	•flash cards & worksheets on vocabulary on forms •roleplay a workplace accident then fill out accident report	accident report forms from workplace, worksheets, flash cards role cards, accident report forms
9 To be able to make a doctor's appointment	function: making an appointment specific language and vocabulary for phoning, dates, times, describing an ailment or injury	•sample dialogues on making a doctor's appointment; vocabulary work, cloze exs., fill in the blanks, dialogue completion, listening comprehension •dialogues, roleplays and listening comprehension on making a doctor's appointment	handouts Listening Tasks, pg 86 Functioning in English, pg 7 Tuning in to Spoken Messages, Unit 2 Speaking of Survival, chapt. 1 English for Adult Competency, chapts. 1, 3 role cards
10 To be able to understand doctor's orders, ask & answer questions, ask for clarification	modals - affirmative, negative & question formation: must, should, ought to (stay in bed, rest, take aspirin, get physical therapy, etc.) question words: "How long should I...?", How many should I take?", "How often...?", etc.	•grammar work on modals, written & oral, in context of visit to doctor •grammar work on question words & question formation, oral & written in context of visit to doctor •dialogues, roleplays & listening comprehension on going to the doctor	Grammar Work, bk 3, 81-93, sample dialogues w/modals, exs. on these Side by Side, bk 1, units 10, 13, 21, 22, 27, 28 Practical English, chapt. 3 Grammar Work, bk 1, 6,7,17,27,32,36,48,56, 63; sample dialogues of Q's at doctor's, exs. on these sample dialogues, cloze exs., gap fills Speaking of Survival, chapts 1 & 2 Spectrum 1, unit 3 Breaking the Ice, units 11 & 12
11 To be able to get prescribed medications from a pharmacy & read instructions on them	specific vocabulary	•roleplay going to a pharmacy to get a prescription filled •read instructions on prescriptions, prescribed & over-the-counter medicines	sample dialogues, prescriptions, role cards handouts of specific vocabulary & abbreviations on prescriptions, sample prescriptions, realia: medication & instructions for common work-related ailments & injuries, written exercises on these: T/F, comprehension Q's, fill in the blanks, vocabulary tests Speaking of Survival, pg. 14

Theme: Health & Safety

Goal	Language Skills	Lesson Ideas/Activities	Materials
12 To be able to fill out an insurance form for a work-related ailment or injury	specific vocabulary, filling out a form	•exs. on company's insurance forms: gap fills, T/F Q's, comprehension Q's, Spot the differences, vocabulary checks	insurance forms used by the company, both blank & filled out, handouts on vocabulary on forms, gap fills, T/F & comprehension Q's, & Spot the differences on forms
		•discuss a work-related ailment or injury of a class member, then fill out an insurance form	Speaking Up at Work, 133-135 company's blank insurance forms

Vocabulary and Expressions for Health & Safety Unit

danger
extinguish
electrical wires
to trip
to cut (off)
to bleed
to fall
Carpal Tunnel Syndrome
stress
dust
ventilation
flammable
safety gear
goggles
glasses
mask
first aid
ear plugs
tablet
teaspoon
all body parts
absent

fire
exit
lifting
to hurt
to burn
to slip
headache
repetitive motion
fumes
injury
lighting
poison
safety belt
boots
hard hat
gloves
high voltage
dosage
capsule
liquid
ailments
sick

Watch out! / Watch it! /Look out!
Be careful!
Don't touch that!

American Guard-It Vocabulary

General

garment bag
fabric
pocket
thread
loop
inside merrow
seam
handle
hanger
ticket
strip (of webbing)
webbing
tag
tabstaple
sew
lay
put (slider on zipper, snaps on webbing)
fold
trim
turn (bags right side out)
stamp
rivet
tipping (putting rubber tip on hanger)
poly bag
zipper
pocket lining
topper
outside merrow
closing
plastic slider
shield
hanger tips
snap
rivets
binding
zip pull
(tag on garment bag)
stitch
cut
close (seams)
bundle
assemble
inspect
pack (garment bags in bag)
pick up (garment bags)

Forms

General Tally:

name
dept.
operation
end time
date
item number (#)
start time
pieces

Tally for deliverer of garment bags to Folding Dept.:

name	date
item #	(math skills: add, subtract)

Tally for supervisor of Folding Dept.:

I.D. #	turning
inspecting	stamping
tickets	folding
poly bag	packing
riveting	hanger paks
time (1:00 - 3:30)	

Inventory (inspector):

description	black
teal	rose
royal	floral
side zip	cut goods
work in process	finished goods
stock	total
computer orders	finished orders in house
difference (total stock/stock needed)	math (addition, subtraction)

Inventory (supervisor):

master carton	inner carton
Misc. Shipping	Bill of Material
Direct Labor	Sub-Total
Multi By 2	Total Cost
Total Cost X 10% Comm.	Total Selling Price

Abbreviations and Symbols

BLK	RIP
w/	I.D.
#	dept.
&	Misc.
Multi (multiply)	Comm. (commision)

Juno Lighting, Inc.
Workplace Literacy Course

Plant Profile

Juno Lighting makes recessed and "trac" light fixtures. It employs up to 500 workers and has never experienced a single lay-off in its 12 year history. The lights are manufactured on assembly lines, each of which is organized by a group leader. ESL and GED classes are offered to line workers, group leaders, shippers and material handlers in order to improve general workplace communication and reading skills.

Course Goals

1. To help students do their job (assembling light fixtures) efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:
    a) learning basic communication skills for:
        -reporting a problem to group leader or supervisor
        -answering questions from group leader or supervisor
        -understanding instructions from group leader or supervisor
        -calling in sick
        -reporting an injury, accident or safety hazard
    b) learning vocabulary relevant to the job of assembling (machine parts, names of pieces, etc.)
    c) understanding safety rules & regulations at Juno Lighting, Inc.
    d) understanding shop rules at Juno Lighting, Inc.
    e) naming & demonstrating quality control checks

2. To learn general English communication skills needed for promotion to material handler, group leader or shipping and receiving departments.

3. To learn basic math skills (+,-, x, division) needed for promotion to material handler, group leader or shipping and receiving departments.

4. To gain a familiarity with forms used by material handlers, group leaders and shipping and receiving departments in order to increase chances for promotion to these jobs.

5. To read and understand other workplace correspondence and signs.

Juno Lighting, Inc. Vocabulary

General Vocabulary for Assemblers

riveting machine/riveter	to rivet
rivets	to step (on pedal on riveter)
pedal	bar (on riveter)
air driver/air gun	manual screw driver
air line	screw
wrench	packing air guns
bits (for air drivers - like end of screw driver, drives in the screw)	
fixtures	glasses
gloves	packing
boxes	skids
to assemble	to sub-assemble
to stamp (date on box, packers do it)	to staple (box, packers do it)
to pack	labels
sockets	bolt
nail	cable
thermostat assembler	thermostat wires
fixtures (for assembling certain parts)	wingnut machine
wingnuts	torsion bracket
plaster frame	can
box	

Labels

notice	thermally protected fixture
blinking light	may indicate
improper	lamp wattage
improper lamp size	other condition
causing	overheating
warning	risk of fire
use with Juno trims only	see trim for number (NO.)
for each lamp type and wattage indicated	suitable for damp locatins
wert	covered ceiling only
when used with	maximum

branch circuit conductors
permitted in Junction Box
real nail bar hangers
at least
90 degrees C

Assembled Finished Goods(Shipping):

date
work area
finish ok
checked by
moved to
part
prepared by
quantity ok
to location

Routing Report (Group Leaders, Supervisors):

asemble... to....
plaster frame
tool
can
conduit
attach...to
pack ....into
pads
operation description
per minutes
crew
machine run rate
effective date
box
screws
air driver
box covers
hanger brackets
medium label
master carton
date stamp
work center
scheduling run rate
labor run rate
machine set up
inactive date

Summary Bill of Materials (material handlers, group leaders, supervisor):

Quantity to Build
description
required
aluminum slit
access door
part number
assembly
(quantity) on hand
steel
end cap

cover thermal protector
hanger bar
plaster frame
terminal ring
socket
conduit
left, right
black oxide
remodel
rivet
snap bushing
type
blank aluminum
label
ground wire
Tew wire
hanger bracket
connector
box spring
wrap
universal
flex conduit connector
nylon

Abbreviations

NO. (number)
QTY (quantity)
Type I.C.
OPER (operation)
PRMRY (primary)
GALV (galvanized)
PC (piece)
STD (standard)
NO's (numbers)
MAX.
DESC (description)
SEQ (sequence)
BLK (black)
EA (each)
PCS (pieces)
w/ (with)

Leo's Party Shoes, Inc.
Workplace Literacy Course

Plant Profile

Party Shoes is a small plant of fewer than 40 workers who make ballet, jazz and tap shoes out of large sheets of leather. Much of the work is done by hand by skilled shoemakers. All the workers are paid piece rate. ESL classes are provided to the mostly Latino workforce in order to improve their general communication skill for speaking to supervisors and inspectors.

Course Goals

1. To help workers do their job (seamstresses, shoemakers, cutters, packers) efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:
    a) reading and filling out forms used in their jobs: work order form, dress and shoe patterns, customer order form
    b) reading and understanding abbreviations on work order forms
    c) understanding and using basic addition and subtractionneeded for filling out forms
    d) naming and demonstrating Quality Control checks
    e) understanding safety rules and regulations
    f) understanding shop rules
    g) learning basic communication skills for:
        -reporting a problem to supervisor
        -answering questions from supervisor
        -understanding instructions from supervisor
        -calling in sick
        -reporting an accident

2. To read and understand other workplace correspondence and signs.

3. To learn general English communication skills needed for promotion.

4. To learn basic math skills needed for promotion .

Party Shoes Vocabulary

Raw Materials
latex adhesive
leather
lining
rubber cement
rubber sheets
Texone (insole material)

Types of Shoe
ballet
jazz
tap
toe shoe

Parts of Shoe
backstay
cord
insole
pleats
sock lining
uppe
binding
elastic
leather tips
quarter
sole
vamp

Colors
beige
black
grey
pink
red

Machinery and Tools
cutting blocks
die
lining stamper
cutting machine (hydrolic press)
lasting (Sp. "horma")
sewing machine

Steps of Production

1. stitch quarters and vamps
2. stamp lining
3. press lining
4. channel soles
5. close shoe
6. rubbing
7. stitch backstay
8. trim
9. stitch binding with cord
10. attach elastic and second stitch
11. cement sole and insole
12. form shoe with pleats or full sole
13. puritan stitch
14. stitch sock lining
15. clean and pack

Libra Industries, Inc.
Workplace Literacy Course

Plant Profile

Libra Industries is a small plant of about 60 workers, mostly Latino. They launder and repair industrial work gloves for other companies. The gloves are inspected and repaired if they have holes or are wearing thin. ESL classes at the plant provide workers with basic communication and writing skills needed to improve their job performance.

Course Goals

1. To help workers do their job (glove selectors, patchers, machine operators, packers) efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:
    a) reading & filling out forms used in their jobs: work order form, labels, customer order form
    b) reading & understanding abbreviations on work order forms
    c) understanding & using basic addition and subtraction needed for filling out forms
    d) naming & demonstrating Quality Control checks
    e) understanding safety rules and regulations
    f) understanding shop rules
    g) learning basic communication skills for:
        -reporting a problem to supervisor
        -answering questions from supervisor
        -understanding instructions from supervisor
        -calling in sick
        -reporting an accident

2. To read and understand other workplace correspondence and signs.

3. To learn general English communication skills needed for promotion to packer.

4. To learn basic math skills needed for promotion to packer.

Libra Industries Vocabulary

Labels (for glove selectors):

ladies (gloves)
coveralls
aprons
hot mill
leather palm
all leather gloves
canvas welding jackets
mitt
nylon sleeves
rain coveralls
capes
cut fingers
jackets
canvas
terry gloves
heavy terry
welder gloves
canvas welding pants
terry sleeves
Kevlar sleeves
raincoats

Order Form (machine operator):

dates
customer name
special instructions
fiber durms
pallets
total units
pick up date
return date
steel drums
racks
cartons

Order Form (packers):

order #
customer name
collect
prepaid
charge
(final) total
price
amount

Abbreviations

drum
container
cleaned
repaired
BNDLS. (bundles)
PCS. (pieces)
TOT. (total)
unrepaired

Owens Corning Fiberglas Corporation
Workplace Literacy Course

Plant Profile

Owens Corning Fiberglas Corporation makes three kinds of roofing tiles. The plant operates 24 hours per day, with three shifts. Overtime is always available. The majority of the workforce are Latino men who need to improve their communication skills and build their capacity in speaking to coworkers and supervisors. Quality control and health and safety issues are also focused on in the ESL classes.

Course Goals

1. To help workers (mat tenders, coaters, granule mixers, cooling section attendants, shingle cuttters, auto catcher attendants, forklift drivers, relief men, maintenance workers, poly-pack machine operators, and shippers/receivers) do their jobs efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:
    a) naming products, product raw materials, machines, machine parts and tools
    b) reading & filling out forms and other written material used in and related to their jobs
    c) reading & understanding abbreviations on forms and labels (product descriptions and colors)
    d) reading & understanding number/letter codes on: labels, product packages, and Daily Production Schedule Report
    e) reading & understanding switches & buttons on machines (on/off, run, start, etc.)
    f) demonstrating Quality Control checks & naming flaws in product or raw materials
    g) understanding safety rules & regulations at Owens-Corning; learning names of safety equipment & apparel; reading safety signs in the plant; understanding measures to avoid accidents & injuries
    h) naming and describing workers' job and work history
    i) filling out personnel forms
    k) learning basic communication skills for:
        - greeting coworkers and supervisors
        - reporting a problem to supervisor (problem with a machine, out of a component, etc.)
        - answering questions from supervisor
        - understanding instructions from supervisor, including location of materials, products or other items in the plant
        - understanding & accepting praise from supervisor

- calling in sick, explaining an absence & asking for a personal day
- reporting an accident

2. To read and understand other workplace correspondence and signs.

3. To learn general English communication skills needed for promotion.

4. To read and fill out other forms needed for promotion.

5. To understand Owens-Corning company rules & regulations.

6. To understand procedures for resolving a problem through the union.

7. To enhance listening and problem-solving skills among workers.

8. To understand how each worker fits into the overall functioning of the workplace, i.e. how the worker's particular job is essential to the finished product, thereby instilling a sense of pride in their work in workers and heightening their awareness of the importance of teamwork and cooperation.

Owens Corning Vocabulary

fan
vapor
speed
gears
ring
grid
Safety Lockout/Tagout Center
unwind/splice table
dry looper
pullroll driver and dancer
scrapers
controls/instrumentation
slate drum
separator
cooling water/cooling fans
finish looper
combustion
winder
cut off knife
wrapper system (heat shrink)
cutting cylinder
catchers
delivery conveyor
accumulate
hi lug
lift table
paper feed
end seal
adhesive
transfer
shuttle
storage
steam
conveyor belt
track
dent
radioactive material
ladder
carriage drive
hot glue applicator
carriage and rolls
coaster
fife tracker
granule application/backdusting
backfall hopper
press section
sealant application
supply pump
release spray
mandrel
hydraulics
shingle machine
belts
cathpans
packaging
meter
pop up
wrapping
center seal
unwing stand
palletize
pattern
pure coating
supply tanks

preheaters
silo
filler heater
lower surge bin
mixer
density gauge
unloading
environmental control
fume removal
circulate
forklift
maintenance
hose station
boiler
bulk filler system
pneumatic conveyor
upper surge bin
valves
coater pump
granule storage
mini bulk containers
dust collector
hot oil system
piping
trackmobile
fire pump
sprinkler
chemical treatment

Roman Adhesives, Inc.
Workplace Literacy Course

Plant Profile

Roman Adhesives makes wallpaper adhesive and paint primers. The workforce is entirely male and mostly Latino. Jobs include batchmaking, production, packing, material handling, and shipping. ESL classes are provided on-site in order to improve workers' speaking and writing skills.

Course Goals

1. To help workers (batch-makers, production line workers, group leaders, and forklift drivers) do their job efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:
    a) learning basic communication skills for:
        -reporting a problem to group leader or supervisor
        -answering questions from group leader or supervisor
        -understanding instructions from group leader or supervisor
        -calling in sick
        -reporting an accident
    b) learning workplace vocabulary relevant to the various jobs involved in the process of making wallpaper adhesives at Roman Adhesives, Inc.
    c) reading and filling out forms used in their jobs: Batch Sheet, Work in Process Inventory, Production Fill Sheet, Down Time Sheet, Pallet Tag, Quality Control form
    d) reading and understanding abbreviations on work forms
    e) naming and demonstrating Quality Control checks, including weighing and measuring
    f) understanding safety rules and regulations
    g) understanding shop rules

2. To read and understand other workplace correspondence and signs.

3. To learn general English communication skills needed for promotion to group leader, forklift driver or batch-maker.

4. To learn basic math skills needed for promotion.

5. To gain familiarity with the forms used by production line group leaders, batch-makers and forklift drivers in order to increase chances for promotion to these jobs.

Roman Adhesives Vocabulary

wallpaper adhesive	wallpaper prep
paint primer	pail
lid	labels
stickers	boxes
pallet/skid	jeep/forklift (driver)
batch	batchmakers
batching area	mixers
to mix	overhead scale
holding tanks	hoses
pipes	to pump
production line	conveyor belt
automatic box maker	automatic stenciler (computer)
warehouse	quick pick area
staging area	racks
shipping & receiving	raw materials area
chemicals	gallon
quart	inch
shrink wrap(per)	scrap
to load	to pack

slurry (dilute old product w/water in mixer and scrap to sewer)

rework (old product that will be remixed & reused)

pallatized (loaded on pallet)

4 X 1 (4 gallons in 1 box)

Suncast Corporation
Workplace Literacy Course

Plant Profile

Suncast Corporation designs, manufactures, and markets lawn and garden products. It employs nearly 600 people in its peak season, most of them are Latino. The main methods of production are extrusion and molding on assembly lines. ESL classes are offered to workers with highest seniority on a shared release-time basis. The company believes in training employees fo job development and promotion. The program emphasizes job-based language skills to improve worker productivity and provide opportunity for advancement.

Course Goals

1. To help workers (assembly line workers, end of line inspectors, machine operators, packers, material handlers, blenders, grinders, and trainers) do their job efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:
    a) naming products, product components, machines, machine parts, and tools
    b) reading and filling out forms and other written material used in their jobs: labels, hand tags, Bills of Material, Line Reject Tally, Reject Ticket, Test Forms, Dot Plots, Reground Material Weight Sheet, etc.
    c) reading and understanding abbreviations on labels (product descriptions and colors)
    d) reading and understand number/letter codes on: labels, product packages, cartons, product manuals, gaylords and skids, including date codes and product codes
    e) reading and understanding switches and buttons on machines (on/off, run, start, etc.)
    f) reading and understanding time clock
    g) learning sequencing of numbers (1/1, 1/2...2/34, 2/35...etc.)
    h) naming and describing workers' job and work history
    i) filling out forms used by Personnel
    j) demonstrating Quality Control checks and naming flaws in product or components
    k) understanding safety rules and regulations at Suncast, naming safety equipment and apparel, reading safety signs, understanding measures to avoid accidents and injuries

1) learning basic communication skills to:
   - greet coworkers, foremen, and supervisors
   - report a problem to foreman or supervisor
   - answer questions from foreman or supervisor
   - understand spoken instructions, including location of components
   - understand and accept praise
   - call in sick, explain an absence, and ask for time off
   - report an accident or hazard

2. To read and understand other workplace correspondence and signs.

3. To learn general English communication skills needed for promotion.

4. To learn basic math skills needed for promotion.

5. To read and fill out other forms needed for promotion.

6. To understand Suncast company rules and regulations.

7. To understand procedures for resolving a problem through the union.

8. To enhance listening and problem-solving skills among workers.

9. To understand how each worker fits into the overall functioning of the workplace, i.e. how the worker's particular job is essential to the finished product, thereby instilling a sense of pride in their work and heightening their awareness of the importance of teamwork and cooperation.

Suncast Vocabulary

Molding Department

inspect
trim
pack
take
pick-up
lock
runner
cosmetic defect
sink
flowline
folding chair
pneumatic screwdriver (airdriver)
cells
table tops
wedges
lockers
flash injection unit
sort
assemble
correct
insert
crimp
coil
gate
color marks
warping
gaylord
lazy susan
pick-up wand
hose reel frame
legs
fasteners
chairs
folding chair assembly fixture

Hose Reel Department

flanges
hose reel
o-ring
recross
frame
handle
front brace
back brace
crank
connectors
pins
parts bag
front brakes
manual
insert
automatic tape machine
scale
label
box
skid
hose
screws
adapter
outside reel

inside reel
side frame
axel
air gauge
wheel
irregularities

Quality Control Department

part bag
hose reels
driver
kinked hoses
rust
spray tanks
spin-out tube
bows
o-ring applicator
revolution
wand bending fixture
spring
clamp
fixture
unit
crimper
boot pedal
final bin
suctions
tanks
date code
hole
tubes
kitveyor
hose handle
tank welding
sink
metal wand flairing
cinch nut
spray tip
tube
material handler
valve body
connector
button
valve housing
trigger
palm button
print out
pumps
lot
flex test

Small Assembly Department

spin weld
slide
package
form
cavity
sidewinder bag
tighten
salvage
pick up
water pistol
spring washer
blister card

impulse sprinklers
rotary sprinklers
hang tag
turet sprinkler
shaft
handle
accessory adapter
rails
air press
seal machine
female faucet adapter
side winder
robot
occilating sprinklers
booster seal pack
water timers
pistol body
shaft nut
spin tight wrench
sleeve
sonic welder
blister
male connector

Material Handlers

position
count
remove
set aside
perform
assist
set up
load
staging area
line stoppage
rubbish
housekeeping duties
weigh
collect
transfer
deliver
follow
report
move
operate
assembly line
paring knife
skids
the balance left to make is...

Please be careful/make sure that the press/part number on the label is correct.

Do not write down the time for a part when the mat-con computer is down.

Extrusion Department

check
bleed
regrind
collapse
stretch wrap
mix

recycle
throw
edging
water marks
wand hose
cutter
head of extruder
heater band
air blow off
conveyor
machine feeder
blender
materal handler
buckets
contamination
sample
holes
collapse
lines
caliper
extruder
die
vacuum tank
puller
connector bin
spools
shuttler
skid
moisture

Work Forms

part mane
date
sp/po number
vendor
line
containers
sample
reason for rejection
dimension
appearance
throw out
use as is
code names (dispose, regrind)
LRT#
QTY (quantity)
unit cost
part number (#)
shift
QA Department
machine
other
total pieces
defect
specification
function
regrind
rework
code number
department
description
ADJ Code
final

reasons: burst test, damaged, bad spin weld, pull test, damaged machine, incomplete

	submitted by Q.A. Disposition by
MATL. disposed by	inventory relieved by
gross	tare
net	product
inspector	target weight at start
+/- range	confirmed rejects
summarize	reset
shop order #	start label
ending label	remarks
prepared by	department supervisor
type	special instructions
burst test type	fail
PSI	comments
action taken or rej	burst test w/end plugged
ID or box	water test pressure
comments	lb.
decay	Dim B Pull
total	average
deflector up/down	diffuser screw tight/loose
failed PSI	rotate
hold position	condition
spring rew.	spring/nut reworked
loose deflector	good nut
model	full pattern
center pattern	

Common Defects List for Assembly

missing	short shots	wrong
sink	under/oversize	shiny
dull	cracked	crooked
dirty	don't fit	flash
sharp flash	rusty	kink
brittle parts	breaks easily	open bag

mixed	out of round	aligned
distortion	too close to edge	color streaks
holes filled	knock out pin	splay
screws aren't all the way in	hole isn't drilled	unglued
O.D. (outside dimension)	I.D. or inside dimension	torn
flash in O-ring area	leaks	drips
dribbler	spritzer	drooler
gusher	flow lines	scratches
printing isn't legible	spots	broken
seal properly	failed	burst

The Apparel Group Ltd. (Enro)
Workplace Literacy Course

Plant Profile

Enro is a large manufacturer of men's dress shirts located in Louisville, Kentucky. The shirts are pattern-drafted, cut, sewn, and packaged in the facility. Men's and women's sports shirts are also manufactured, but in a smaller capacity. Recently, the plant added a tie division, which has its own cutting, sewing and packing departments. Altogether, about 600 workers are employed. The plant has a small population of Asian workers from Viet Nam and Korea. ESL classes are provided on-site after working hours to help these workers improve their English communication skills and ensure a smooth running of plant operations.

Course Goals

1. To help workers (sewing machine operators, finishers, packers, etc.) do their job efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:
    a) naming products, pieces, machine parts and tools;
    b) identifying flaws and errors in work;
    c) understanding reasons for rejected work;
    d) explaining a problem with a machine or bundle;
    e) reading and understanding codes and abbreviations on bundle tickets;
    f) filling out time sheet;
    g) using basic math to figure piece rate;
    h) filling out forms used by Personnel Office;
    i) understanding safety rules and regulations;
    j) identifying possible hazards that may occur when safety mearsures are ignored;
    k) learning basic communication skills to:
        - greet coworkers and supervisors
        - report a problem to supervisor or quality control person
        - answer questions from supervisor
        - understand spoken instructions
        - request work from service person
        - understand and accept praise
        - call in sick, explain an absence, and ask for time off
        - report an accident or hazard

2. To read and understand other workplace correspondence and signs.

3. To learn general English communication skills needed for promotion.

4. To learn basic math skills needed for promotion.

5. To understand Suncast company rules and regulations.

6. To understand procedures for resolving a problem through the union.

7. To enhance listening and problem-solving skills among workers.

8. To understand how each worker fits into the overall functioning of the workplace, i.e. how the worker's particular job is essential to the finished product, thereby instilling a sense of pride in their work and heightening their awareness of the importance of teamwork and cooperation.

The Apparel Group (Enro) Vocabulary

cutting
stay
stitches
Gerber cutter
fusible taping
samples
sewing
sideseam
opearations
production
foot pressure
notches
finishing
puckering
foot pedal
collar
pocket
resewing
division
run off
machine operator
Production Planning
communication
service awards
yoking seam
pucker free
needle plate
feed dog
pulley
size
placket
machine
department
mylar
thread
armhole seam
width
label
SPI
stitch control
yoke
associates
tensions
foot feed
factory
garment
checking
neckwear
sleeves
centering
Customer Service
merchandising
EDI - Electronic Data Interchange
inventory
band
company
management
quality control
picking
receiving
shipping
packing

broadcloth
piece rate
cuffs
front
hem
bar tack
belt
bobbin case
manager
bundle
button hole
pinstripe
supervisor
color
ping bar
pins
treadle
reject
repair

stocking
union
back
scissors
hook
joining
jump shirt
bobbin winder
skip stitch
material
needle guard
oil
thread
cross point
ticket
final press
fix
trim
french cuff

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